

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



RSE Policy

January 2026

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Statement of intent

At St Mary Magdalene C of E Primary School, we will provide age-appropriate relationships and sex education and health education (RSE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils (Level 1, P4C Training).

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSE) for all our pupils. This policy sets out the framework for our RSE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

Aims

Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;

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- acting with humility and without entitlement;
- Supporting those experiencing suffering and sadness – in our community and beyond.

At St Mary Magdalene, we empower love for learning by supporting children's interests and embedding this within all areas of the curriculum.

"Let all that you do be done in love." (1 Corinthians 16:14)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

At St Mary Magdalene, children encounter many new experiences and opportunities; at St Mary's, we encourage and promote taking risks and celebrate alongside our children when they reach their goals.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

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Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

"And you will know the truth, and the truth will set you free." (John 8:32)

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

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This policy has due regard to the most recent version of the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy
- Visitor Policy
- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy

Roles and responsibilities

The governing body is responsible for:

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSE as a statutory curriculum subject.
- Ensuring staff are suitably trained to deliver the subjects.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSE leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RSE, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all RSE-related resources.

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- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RSE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of RSE in subsequent years.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Modelling positive attitudes to relationships, sex and health education.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.

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- Supporting their children’s personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the Curriculum

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.
- We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Focus groups
 - Meetings
 - Training sessions
 - Newsletters and letters
- Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Emailing office@stmarys.snmat.org.uk
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Consultation with parents

- The school understands the important role parents play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.
- The school works closely with parents by establishing open communication.
- The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

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- Parents are encouraged to provide their views at any time.

Curriculum Progression and Sequencing

- The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map which sets out the objectives taught in each year group across the school; this can be found in the appendix of this policy. This ensures that all the statutory objectives are met.
- The school also sets out Long Term Overviews which mirror and add detail to the Progression Map by designating how these objectives will fit into the year group's wider learning.
- Every concept has been carefully mapped out for each year group and stage to ensure they are repeated regularly and progressed across the year and key stage. Content is covered every half term.
- Within the curriculum, there is sufficient flexibility so that the school can address identified gaps in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories and allows rapid and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability.
- A curriculum links document shows pertinent links between the statutory requirements and our wider curriculum.

Assessment, Marking and Feedback

- Assessment should be carried out in line with the school's Assessment Policy and Effective Marking and Feedback Policy.
- Pre-Learning assessments are used to inform teaching and ensure that pupils have the prerequisite knowledge needed.
- Post-Learning assessments are used to inform assessment and future teaching. This information is triangulated with lesson AfL to inform formative assessment, which is inputted termly onto INSIGHT.
- RSE learning is recorded in a number of ways, including in Topic Files, in Journals and using technology to record.

Planning

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- RSE is taught both continuously and discretely throughout the year in all year groups.
- Philosophy for Children (P4C) is used for most discrete teaching in RSE. P4C sessions should take place weekly in all classrooms. These sessions should have a clear stimulus and be facilitated by a member of staff. Recording of P4C sessions should take place in Topic Files.
- Where appropriate, staff members may address RSE objectives in response to events in the wider world or in children's own lives. This should be recorded in the same way as discrete learning and contribute to assessment.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning, set out by the RSE Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning and the RSE Progression Map.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

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- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- As a dyslexia friendly school, teachers will use a selection of the following strategies to support children when reading texts: mixed ability pairs, displaying key words with pictures, pre-teaching topic vocabulary. They will also support children to record their ideas through use of writing frames, word banks and WAGOLs, if applicable.

Withdrawing from the subject

- Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.
- As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- The headteacher will automatically grant withdrawal requests however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the headteacher's decision.
- Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

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Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1:** [RSE Curriculum Progression Map](#)
- **Appendix 2:** [DfE \(2019\) 'Relationships, Education, Relationships and Sex Education \(RSE\) and Health Education'](#)